

**Appendix 3:  
Departmental Self Review**

César E. Chávez Center for Interdisciplinary Instruction

in Chicana and Chicano Studies

Self Review

*September 1997*

**I. Introduction**

Since its last review seven years ago, Chicana/o Studies at UCLA has undergone dramatic change. The original interdepartmental program (IDP) in Chicano Studies was converted in 1993 into the César E. Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies. As the first and only center for interdisciplinary instruction (CII) on the UCLA campus, the Chávez Center combines features of both IDPs and academic departments. The Chávez Center offers an undergraduate degree program and currently holds an allocation of six full-time faculty positions. But the Chávez Center also relies heavily, in its curriculum, on cross-listed courses in Chicana/o Studies developed outside the Chávez Center in such departments as History, Sociology, English and Spanish and Portuguese. Furthermore, the mandate of the Chávez Center requires it to augment faculty participation in its activities through joint appointments, the number of which is stipulated to be at least equivalent to the number of full-time faculty in the Center.

In its new configuration, Chicana/o Studies at UCLA enters its fourth full year of operation. Growth and improvement have been dramatic in several areas but the Chávez Center is clearly still in its early stages of academic development. The following self-review is the product of extensive discussion among the faculty, staff and students of the Chávez Center. Meetings to prepare the self-review began in the Fall, 1996 and continued through March, 1997.

All Chicana/o Studies students were informed of the review process and invited to a meeting on March 5, 1997, to discuss how they could participate. (See letter of invitation appended as Attachment A.) Every Chávez Center faculty member in residence contributed substantially to this report which was prepared by Interim Chair Professor Raymund A. Paredes.

## II. Overview of Chicana/o Studies at UCLA

Chicana/o Studies was established as an undergraduate degree program at UCLA in 1973, one of the first such programs at a major research university. For the first 20 years of its existence, Chicana/o Studies was organized as a conventional interdepartmental program, with minimal financial support and reliant on voluntary faculty participation to develop the curriculum and oversee the degree program. As previous reviews indicated, the Chicano Studies IDP was generally unsuccessful. The curriculum was poorly organized and uneven, faculty participation was inconsistent, student interest was low and financial resources were inadequate. The unacceptable quality of the IDP is strikingly evident in the conclusions of the last two reviews. In April, 1988, the campus review team noted that “the present Chicano Studies Program does not meet the high standards of academic excellence and educational achievement expected in a leading university of UCLA’s caliber.” The next review, conducted only two years later to address concerns raised in the 1988 report, found “little, if any, improvement.” It went on to recommend that “admission to the major should be suspended” until there was broader and stronger faculty participation in the curricular development and administration of the program. Soon after the results of the 1990 review became public, groups of faculty, students and community leaders began to meet to discuss ways to strengthen Chicana/o Studies at UCLA. A nationally-visible campaign to establish a department of Chicana/o Studies was eventually launched, culminating in a hunger strike by students and one faculty member in June, 1993.

After nearly two weeks of negotiation between university administrators and a coalition of faculty, students, and community representatives, an agreement was reached to create the César E. Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies.

In the Fall, 1993, a committee of faculty and students was convened to get the Center underway, primarily through the appointment of full-time core faculty to the Chávez Center. A national search was conducted, resulting in four appointments for the 1994-95 academic year. A fifth appointment was made for the following year; the final position in the Chávez Center's allocation was filled this past Spring, 1997, with the appointment of Professor Eric Avila.

The persistent problems of low faculty participation and inadequate financial resources have been aggressively addressed with the reorganization of Chicana/o Studies into the Chávez Center. This has been undertaken in a time of very tight budgets. In addition to the current complement of 6 full-time faculty, the Chávez Center has three full-time staff: a counselor, an administrative assistant and a recently-appointed management services officer. The Chávez Center has now settled into an attractive suite of offices in Bunche Hall. There is no doubt that Chicana/o Studies at UCLA has a much stronger likelihood of achieving academic distinction in the near future.

In the brief period of its existence, the Chávez Center has made significant progress towards strengthening its academic program. The Chicana/o Studies curriculum, has been notably improved. Two core courses, 10A: Introduction to Chicano Life and Culture and 10B: Chicanos in American Society, have been substantially redesigned (sample syllabi from Chicana/o Studies courses are gathered under Appendix 1). Chicana/o Studies 101: Theoretical Concepts in Chicana and Chicano Studies, a core course from the old IDP that was rarely taught, has also been redesigned and is now regularly offered by Chávez Center faculty. The number of Chicana/o Studies courses has increased, from nine in the 1990-91 academic year to 33 in 1996-

97 and 33 for the 1997-98 academic year. (See copy of schedule of classes appended as Attachment B). The number of students either majoring or concentrating in Chicana/o Studies has also increased from 15 to 175. Enrollment in most Chicana/o Studies courses is running at or very close to capacity.

Despite these successes, the Chávez Center has accomplished only a portion of its agenda. As indicated in a following section, the curriculum requires more refinement and coherence. The extracurricular academic activities of the Center—a lecture series, academic conferences, a community scholars program—have yet to be developed. The issue of a graduate program is yet to be addressed. And, overall, the Chávez Center has yet to reach a desired level of stability.

The issue of stability is, of course, crucial to all academic programs but particularly so for one so highly visible and politically sensitive as the Chávez Center. In addition to the fact of the Center's sheer youthfulness, two factors have significantly inhibited the Center's ability to establish a solid academic presence on campus. The first, now corrected, is that, for nearly a year-and-a-half, the Chávez faculty and staff were housed separately, the former in Bunche Hall and the latter in barely-serviceable basement offices in Kinsey Hall. This led to ineffectiveness, poor communication and low morale among Chávez Center faculty, students and, especially, staff. The other problem—and a much more serious one—has been the rapid turnover in Chávez Center leadership. In its brief existence, the Chávez Center has had five chairs: founding chair Professor Carlos Grijalva of the Department of Psychology; Professor Hector Calderon of the Department of Spanish and Portuguese; Professor Camille Guerin-Gonzales of the Chávez Center; Professor Rosina Becerra of the Department of Social Welfare; and now Professor Raymund Paredes of the Department of English. Because Professor Paredes also holds a full-time appointment as Associate Vice Chancellor - Academic Development, he will not be able to

chair the Chávez Center for a substantial period. The appointment of a Chair who can serve effectively over a conventional term is a major priority for the Chávez Center.

There is no question that the lack of sustained leadership has slowed the development of the Chávez Center. First, the Chávez Center faculty and staff have not yet achieved a sense of common purpose and smooth working relationships typical of successful academic programs. The three original junior faculty have lacked consistent mentorship and have had to learn the complexities of UCLA's academic culture largely on their own. The development of the Center's academic activities—especially the refining of the curriculum—has also been delayed by the changes in leadership.

One final point about the still-unrealized goal of achieving a strong sense of common purpose and smooth working relationships in the Chávez Center. When the original core faculty members were recruited, each was offered a reduced teaching load in the initial years of appointment, a perfectly justifiable practice given the heavy burden the faculty had to face of getting their respective research agendas and the Chávez Center underway simultaneously. While the reduced teaching loads have helped the core faculty individually, the overall development of the Chávez Center has been hampered. In the short life of the Center, the core faculty have sometimes not been in residence simultaneously for sustained periods. This situation will be self-correcting as the core faculty assume regular teaching loads in the 1997-98 academic year. But along with the changes in leadership and the separation of faculty and staff, this circumstance has slowed the academic development of the Chávez Center.

### **III. Profile of the Chávez Center**

Currently, the César E. Chávez Center is composed of six full-time faculty, three full-time staff members, and approximately 175 undergraduate students either majoring or

specializing in Chicana/o Studies. The core faculty and their research and teaching interests are as follows (vitas are gathered in Appendix 2):

Professor Judith Baca - Art, especially muralism; the history of Mexican and Chicano art and muralism.

Professor Camille Guerin-Gonzales - Labor and immigrant history.

Assistant Professor Alicia Gaspar de Alba - Cultural studies, with emphasis on Chicana/o popular culture, art, gender and sexuality.

Assistant Professor Otto Santa Ana - Sociolinguistics, especially Chicano languages and society; depiction of Latinos in U.S. media.

Assistant Professor Abel Valenzuela - Urban studies, with a focus on Latino/Chicano issues such as labor participation and community development.

Assistant Professor Eric Avila - U.S. history, especially Los Angeles and California; Cultural studies and the formation of identity.

By any measure, this is a distinguished group with which to enhance the academic standing of Chicana/o Studies at UCLA. Professor Baca is a world-famous muralist and teacher; currently, she is completing a major mural project at the new Denver International Airport. Professor Guerin-Gonzales, currently on leave at the University of Colorado, Boulder, is the author of the well-received Mexican Workers and American Dreams and other works. Professor Gaspar de Alba won the American Studies Association Prize for best dissertation, a cultural analysis of the CARA Chicana/o art exhibition, the revision of which is forthcoming from the University of Texas Press. She has also published a collection of short stories and recently completed a historical novel. Professor Santa Ana has been awarded a 1997-98 Ford Foundation fellowship to study the depiction of Latinos in the U.S. media, with a special

emphasis on the use of metaphor. Professor Valenzuela has already received several major research grants to study Latinos and Chicanos in urban settings. During his brief time at UCLA, he has established himself as an innovative and distinguished teacher. The newest member of the faculty, Eric Avila, strengthens the Chicana/o Studies program with his interdisciplinary interests across history and popular culture, his focus on Los Angeles issues and his work on the construction of cultural identities.

Staff support in the Chávez Center has been significantly enhanced by the appointment in January, 1997, of a management services officer, Julie Ortiz Rummel. Ms. Rummel manages the non-academic affairs of the Chávez Center. She is supported by two full-time staff, Elena Mohseni, an administrative assistant, and Jovita Cardenas, the Center's student affairs officer.

Because the Chávez Center program is relatively small, one of its academic goals is to provide all Chicana/o Studies students with intensive academic counseling that simultaneously nurtures them and emphasizes high academic achievement and community service. Chávez Center faculty and staff maintain a high level of contact with students. Student performance is monitored closely, especially that of students in academic difficulty. The Center sponsors a student reception/open house every quarter so that students can become informed about developments in the Center and ask questions of the chair and other faculty. At the end of the academic year, the Center hosts a reception to honor high-achieving students and their families.

As a way of encouraging high academic achievement, the Chávez Center has developed a close relationship with the Honors Program in the College of Letters and Science. High-achieving Chicana/o Studies students are regularly placed in Honors classes. High-potential students not quite eligible for the Honors Program are provided special counseling intended to bring them up to a level of Honors eligibility. As a way of providing Chicana/o students with an



extra intellectual challenge, honors discussion sections (requiring the completion of additional written work) have been established for the two core Chicana/o Studies courses, 10A and 10B. In the 1996-97 academic year, 27 Chicana/o Studies majors were enrolled in the Honors Program of the College of Letters and Science. (See letters from Dean Jennifer Wilson, Attachment C). In addition, Professor Abel Valenzuela of the Chávez Center regularly teaches a course on urban poverty and public policy for the Honors Program.

Chicana/o Studies students are actively encouraged to participate in a variety of activities intended to expand their prospects for graduate education and careers. They are encouraged to participate in the Graduate Mentorship Programs which directs undergraduates toward graduate education, especially in academic fields. Chicana/o Studies students are also encouraged to participate in the Student Research Program which features the completion of a rigorous research project under close faculty supervision. In the area of professional development, Chicana/o Studies students are informed about internship possibilities all over the country and are presented the opportunity to participate in a national Latino leadership project. The Chávez Center faculty are committed to establishing the Chicana/o Studies program as a campus center of pedagogical innovation and active teaching and learning. Professor Baca has established the Chávez Center Mural Digital Lab, a state-of-the-art facility for producing murals through computer technology. Already, Professor Baca's digital murals projects have resulted in major installations in various Los Angeles locations. (See "Witnesses to the History of Los Angeles" program, Attachment D). The Mural Digital lab not only provides an innovative means of teaching visual art but also provides an alternative approach to academic research on critical contemporary issues through creative problem-solving techniques.

Another example of innovative teaching in the Chávez Center is the recently-completed Student Assembly Project headed by Professor Abel Valenzuela. After a visit by members of the

Latino caucus of the California legislature to the UCLA campus in November, 1996, Assemblywoman Diane Martinez offered UCLA students an opportunity to assist her in developing legislation on health care issues. Along with Professor Steven Wallace of the School of Public Health, Professor Valenzuela gathered a group of Chicana/o Studies students to research possible health care issues. Professors and students worked over the 1996-97 Christmas break and into the winter quarter on the project and met with Assemblywoman Martinez to polish their proposal. In the spring quarter, professors and students traveled to Sacramento to lobby and testify on behalf of their health care initiative. This writing, AB845 has been passed by both houses of the state legislature and now awaits the governor's signature.

In order to supplement the faculty members on campus available to teach Chicana/o Studies, the Chávez Center is planning to develop a regular series of distance learning courses, particularly on topics central to Chicana/o Studies but not within the expertise of current UCLA faculty. The immediate plan is to tap the faculty expertise at other campuses of the University of California, primarily through the relatively simple procedure of persuading colleagues at other UC campuses to offer distance-learning sections of their regularly-scheduled Chicana/o Studies courses for Chávez Center students.\* Plans are also underway to develop distance-learning courses taught by faculty at the Universidad Nacional Autonoma de México (UNAM), especially on such high-interest topics as the indigenous heritage and cultures of Mexico. Because the UC Office of the President is actively promoting the development of distance-learning courses, the Chávez Center will be able to fill gaps in its curriculum at relatively little expense. The Chávez Center plans to schedule at least one distance-learning course in the 1997-98 academic year and regularly offer such courses thereafter.

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\* The Chávez Center was scheduled to offer its first distance-learning course in the Spring Quarter, 1997. The course, "Latinos in the Media" was to be taught by Professor Aida Hurtado of UC Santa Cruz. The course had to be cancelled when the distance-learning faculty at UC Santa Cruz was not ready in time to accommodate the course.

These are some of the innovative teaching activities that Chávez Center faculty have completed or plan to undertake. Clearly, both the innovative and conventional teaching done by Chávez Center faculty has been well-received by students. Teaching evaluations for Chávez Center courses have been generally excellent. (Sample summaries for course teaching evaluations for every Chávez Center faculty member are gathered as Appendix 3). The quality of teaching is a regular topic in meetings of Chávez Center faculty and the chair reviews all teaching evaluations. When problems, real or potential, are noted, the chair meets with the faculty member(s) in question to take corrective action. In addition, the chair meets regularly with Chicana/o Studies students to discuss Chávez Center courses. Finally, Chicana/o Studies student representatives are invited to attend Chávez Center faculty meetings when curricular and teaching issues are to be discussed. All of this is intended to provide the highest level of instruction, learning and student involvement possible.

#### **IV Academic Objectives of the César E. Chávez Center**

As members of a new academic unit at UCLA, the Chávez Center faculty have committed themselves to developing a program that builds on the academic excellence of the institution in new and imaginative ways. The instructional and learning activities noted in the foregoing section are examples of this. As part of the self-review process, the Chávez Center faculty discussed integrating the various activities of the Center, both established and planned, into a set of academic objectives. The following statement represents the collective vision of the Chávez Center faculty.

Only three years after the establishment of the César E. Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies, Chicana/o Studies at UCLA is a changed field. As our name indicates, interdisciplinarity is the mainstay of our academic

objectives, achieved through the strengths and expertise of a core faculty that represents the fields of art, cultural studies, history, sociolinguistics, and urban planning, and an associated faculty from a variety of disciplines. Our location in Los Angeles places us in a unique position to conduct research and teach about Chicana/os and other Latino groups. This large and diverse population -- and its social experiences, cultural practices, linguistic attributes and artistic productions -- provide the foundation for creating the strongest program in Chicana and Chicano Studies anywhere in the nation.

We believe that our interdisciplinary program in Chicana/o Studies provides an effective environment for teaching fundamental academic skills such as critical thinking and writing, as well as for exposing students to the wide range of theories, methodologies, technologies and pedagogies that intersect the discipline. A major in Chicana/o Studies will prepare students for graduate education in professional and academic fields and for a variety of positions that involve community and social service in the United States and abroad. To that end, we are developing a curriculum that is learner-centered, writing-intensive and academically-rigorous -- built on the strengths of the core faculty and integrating the most avant-garde scholarship in the field. Over the last three years, the Chicana/o Studies curriculum has been significantly revised and improved. Chicana/o Studies students now have full access to the Honors Program and can develop sophisticated research projects under close faculty mentorship. Within a year, we will be developing an array of field studies and service-learning courses that directly benefit the Latino and general Los Angeles communities. We also plan to expand our program of internships in community-based organizations, particularly in neglected fields such as the arts.

The arts, both literary and visual, will be a major focus of future development within the Chávez Center, particularly as the arts function as vehicles for social change and as a means of creative empowerment. Traditionally, Chicana/o Studies programs have been heavily

concentrated in the social sciences, a few in the humanities. Unique among such programs, the César Chávez Center, in its teaching, research and service, intends to strike a balance among the social sciences, humanities and the arts.

Through a process of joint appointments and cross-listed courses, the Chávez Center aims to expand its core curriculum in cooperation with numerous departments and schools: History, Spanish and Portuguese, English, Ethnomusicology, Theater, Film and Television, Education and Information Studies, and Urban Planning. In addition, the Chávez Center will continue to build close working relations with the ethnic studies centers and programs and with women's studies. Collaboration with other academic units is critical for the initiation of cross-cultural dialogues and to foster multidisciplinary and comparative research and teaching.

The Chávez Center is committed to the practice of diverse forms of scholarship and pedagogy and to the promotion of critical thinking about such issues as gender, language, assimilation/acculturation paradigms and indigenous traditions. In response to student interest and recommendations, the Chávez Center is restructuring its core curriculum to expand the study of indigenous cultures. Moreover, faculty and students will be working in the 1997-98 academic year to develop a strong community-service component for the Center's curriculum. Center faculty and students believe in the pedagogical power of learning by doing and, as a result, the major will include some form of community service. Another curriculum development under consideration is to develop a degree track that includes participation in the Education Abroad Program (EAP), primarily at UNAM and other Mexican universities but also at institutions in other parts of Latin America and Spain. An EAP curricular component would promote fluency in Spanish, familiarity with cultures closely related to that of Chicana/os and allow students to study Chicana/o experience from Mexican, Latin American and Spanish perspectives.

A major academic objective over the next 3-5 years is to develop the infrastructure necessary to achieve departmental status and to institute a graduate program. Eventually, we would like to develop a doctoral program in a larger field like cultural studies or ethnic studies which takes advantage of Center faculty, course offerings, and academic resources. Another priority in the same time-frame is to establish a clearly-defined and mutually-supportive relationship between the Chávez Center and the Chicano Studies Research Center.

Furthermore, the Chávez Center is looking forward to developing a rich set of extracurricular activities available to the entire campus. In the 1997-98 academic year, Chávez Center faculty will be initiating a speakers series featuring a combination of established and promising scholars in Chicana/o Studies and community leaders whose work has profound implications for researchers and students interested in community service. In addition to the speakers series, the Chávez Center intends to hold at least one academic conference per year. The first, on barrio popular culture, to be organized by Professor Alicia Gaspar de Alba is planned for Spring, 1998. A second conference, on language-based discrimination in the judicial, legislative and public arenas, is being planned for the 1998-99 academic year by Professor Otto Santa Ana. A distinctive feature of Chávez Center academic conferences will be that they will include presentations by advanced undergraduates interested in pursuing graduate research and public-service careers. It is expected that papers from these and other conferences can be published cooperatively by the Chávez Center and the Chicano Studies Research Center in the journal Aztlan. The conference on barrio popular culture, as well as some others, will likely produce significant scholarly publications. The Chávez Center intends to promote its extracurricular activities broadly both on-and off-campus, in keeping with its primary objective of increasing understanding of Chicana/o culture and experience.

Because all UCLA faculty are expected to maintain active research programs, another major academic objective of the Chávez Center over the next 3-5 years will be to develop an aggressive strategy of extramural activities and collaborative projects. Already, Chávez Center faculty have received significant extramural support. Professor Judy Baca for example, has received several grants to further develop digital mural techniques and Professor Abel Valenzuela has received funding from the Ford Foundation to study patterns of Latino day laborers throughout Los Angeles. Chávez Center faculty are actively examining potential collaborative projects with the goal of developing one or two major proposals in the 1997-98 academic year.

A final objective of the Chávez Center, to be initiated within the next several months, is to establish close linkages with other Chicana/o Studies Programs in southern California and with community organizations as well (this goal, and others noted here, will be described in greater detail in a subsequent section). The Chávez Center intends to be a leading participant in the development of Chicana/o studies and to make its research and human resources available for actual problem-solving at the community level.

The objectives outlined above can be summarized this way: the goal of the Chávez Center is, first, to generate research which leads to a fuller understanding of Chicana/o experience and culture and which can contribute to enlightened public and educational policy; and, secondly, to train students who can think critically and creatively and become socially-responsible problem solvers in the community, the academy or in any professional setting. Put another way, the Chávez Center seeks to establish itself as the model for a vigorous academic unit, strong in teaching, research and community service that exemplifies the future of public urban higher education in the United States.

## V. Joint Faculty Appointments

When the Chávez Center was established, it was mandated to supplement the research and teaching of its core faculty by establishing formal relationships with faculty with expertise in Chicana/o Studies based in other academic units. The Chávez Center was to offer selected faculty joint appointments, with or without voting privileges. For various reasons, this process was not undertaken until the 1996-97 academic year. In December, 1996, the Chávez Center faculty agreed unanimously to invite 16 UCLA faculty to accept joint appointments (See letter of invitation, Attachment E and roster of invited faculty, Attachment F). To this point, the following faculty have agreed to accept joint appointments:

Professor Diego Vigil	Anthropology	without voting privileges
Professor Guillermo Hernandez	Spanish & Portuguese	without voting privileges
Professor Fernando Torres-Gil	Public Policy	without voting privileges
Professor Chon Noriega	Film and Television	with voting privileges
Professor Vilma Ortiz	Sociology	without voting privileges
Professor Sonia Saldivar-Hull	English	with voting privileges
Professor Jose Luis Valenzuela	Theater	with voting privileges
Professor Daniel Solorzano	Education	with voting privileges
Professor Steven Lopez	Psychology	with voting privileges

In addition, Professors Hector Calderon (Spanish and Portuguese) and Raymund Paredes (English) had already indicated their desire for joint appointments, both with voting privileges. The academic procedures to formalize joint appointments will be completed in the 1997-98 academic year. All joint appointees will be expected to offer courses through the Center (either dedicated or cross-listed) periodically and to participate in the academic affairs of the Center such as curricular development. Additionally, joint appointees with voting privileges will



participate in academic personnel processes and will themselves be reviewed by the Chávez Center.

The joint appointment process will be on-going with offers to faculty occurring on an annual basis. (Several faculty who declined joint appointments in 1996-97 expressed an interest for subsequent years). It is hoped that in the near future, virtually all UCLA faculty with teaching and research interests in Chicana/o Studies will have formal relationships with the Center. In any event, the initial round of joint appointments will greatly enrich the faculty resources of the Chávez Center. It is doubtful whether any Chicana/o Studies program in the country has access to a comparable pool of faculty expertise.

## **VI Curricular Planning and Development**

As indicated above, the Chávez Center curriculum requires a good deal more development. The good news is that a strong foundation is already in place. Two core courses, 10A and 10B, are solidly established and a third core course, 101, long moribund, has been redesigned and placed among the regular Center offerings. Progress has been made in regard to other curricular problems. The process for curricular planning from year to year has been regularized. A formal teaching schedule request form has been developed for all core Chávez faculty so that teaching assignments can be properly drawn up. In the past, little regard had been given to distributing courses evenly across days and times and to staggering leaves from teaching across the academic year. (This past spring quarter, for example, only one core faculty member was teaching). A process has now been established to solicit information from faculty in other academic units regarding Chicana/o Studies courses they will be teaching in the following academic year and which they might wish to cross-list with the Chávez Center. For the 1997-98 academic year and thereafter, the Chávez Center will have a comprehensive picture of all

Chicana/o Studies courses being offered across campus and will be able to plan its own offerings accordingly. Two more significant advances in curricular planning bear mention. As of the 1997-98 academic year, the three core Chávez Center courses (10A-B, 101) will be taught by full-time Chávez Center faculty. This has not been the case in the past, when both 10A and 10B have been taught by temporary faculty or by faculty in other departments teaching one of these courses as a courtesy. Obviously, such a situation is not in the best interests of the Center. Another problem has been that the Center has been heavily reliant on visiting lecturers to offer courses but lecturers have been appointed and their courses offered somewhat haphazardly. For the 1997-98 year, decisions regarding appointments of lecturers will be made in consultation with the faculty and after a careful consideration of curricular needs.

In their deliberations during the 1996-97 academic year, the Chávez Center faculty established a set of priorities for further curricular development. At a December, 1996 all-day retreat to consider the curriculum, Chávez Center faculty and students concurred that the curriculum should do the following: 1) contain more courses and material related to the indigenous cultures of Mexico; 2) provide balanced offerings among the social sciences, humanities and arts; 3) provide a fuller offering of field-studies and service-learning courses; and 4) revise and repair the long-neglected but critical 101 course. As indicated earlier, the fourth issue has been addressed: the 101 course was offered once in the 1996-97 academic year by Professor Gaspar de Alba (see syllabus, Attachment G) and will regularly be offered hereafter. (In the 1997-98 year, in order to meet pent-up demand, the course will be offered twice, by Professors Valenzuela and Paredes). The other issues constitute the major portion of the Chávez Centers curriculum development agenda for the 1997-98 academic year. In order to respond to issues 1 and 2 above, the Chávez Center faculty have decided to develop a 10A-B-C core sequence with materials related to indigenous cultures worked into all three courses. The

establishment of a 10C course will also enable the core sequence to incorporate more fully materials related to Chicana/o arts and expression. The goal is to have the 10A-B-C sequence and an array of field studies and service-learning courses designed and approved in time for the 1998-99 academic year. In addition, the faculty will work on the distance-learning and EAP components described earlier.

In addition to the issues noted above, several other curricular questions need to be addressed. Courses with a historical focus, generally the lynchpin of Chicana/o Studies programs, need to be expanded. Other gaps need to be filled. For example, the Chávez Center offers no course in Mexican-Chicana/o folklore, a central focus of study in the field. Existing courses need to be made more fully interdisciplinary. And Center faculty want to explore the feasibility of offering comparative courses team-taught with other ethnic studies faculty (e.g. a course on African American and Chicana/o musical traditions such as the blues and the corrido). Finally, both faculty and students have expressed an interest in developing more courses with a particular emphasis on Los Angeles. This broader agenda will require a 1-3 year time frame.

### **VIII. Community Outreach and Development**

As a highly-visible entity established in a tense political environment with considerable community involvement, the Chávez Center—faculty, students and staff—recognizes the need to develop and maintain strong linkages with the Chicano/Latino community of Los Angeles. Accordingly, the Chávez Center will establish a Center advisory board composed of UCLA faculty and students, representatives of other Chicana/o Studies programs and community leaders. Professor Judy Baca, extremely well-known in the Los Angeles area, has assumed leadership on this matter and has proposed a strategy for constituting an advisory board. Professor Baca has recommended convening a small group of interested individuals to develop

the mandate of the formal advisory committee and to make recommendations regarding its membership. The Chávez Center intends to undertake the planning process for the formation of the advisory committee in the Fall, 1997 with the goal of having the committee in place by the end of the academic year. The Chávez Center faculty have identified various individuals who might assist in the planning process, including Leticia Quesada, former chair of the Los Angeles School Board; Monica Lozano, publisher of La Opinion; and Rey Cano of the UCLA Latino Alumni Association.

The proposed Advisory Committee can prove invaluable to the Chávez Center in a number of ways. The committee would serve as primary liaison between the Chávez Center—and the entire UCLA Chicana/o community for that matter—and the larger Los Angeles Chicana/o community. It could help enormously in developing field-studies and service-learning courses and internships. It could help ensure that the Chávez Center maintains community service as a major priority. It could help identify established and emerging community leaders who might participate in the instructional activities of the Center, perhaps through a community scholars program. In the wake of recent UC policy changes and the validation of Proposition 209, the advisory committee could help in developing a K-12 outreach strategy for the Center.

The advisory committee would also play a central role in Center fund-raising efforts. Center faculty estimate that the fund-raising potential for Chicana/o Studies at UCLA is high, but would require significant spade work. The advisory committee would be instrumental in devising a development plan for the Center for such activities as faculty research, student support, the speakers' series and other extracurricular activities. With a well-rounded degree program, especially one with a central educational abroad program component, the Chávez Center might well attract corporate support as a source of bilingual, bicultural graduates capable of representing American companies in Latino communities both here and abroad. In an era of

increasing immigration and increasingly open trade across the Americas, such a possibility is not at all far-fetched.

## **IX Conclusion**

Although the Chávez Center, for reasons already noted, has not developed as quickly as its faculty and supporters would like, it has come a long way in its brief life. A core of extraordinarily able and committed faculty is in place, a sound academic and curricular foundation has been established and student interest is running high. During the last academic year, with the centralization of Chávez faculty and staff in Bunche Hall, the initiation of the joint appointment process, the appointment of a management services officer, the appointment of a sixth core faculty member and the development of the academic plan for the Center outlined in this document, the Center is considerably closer to reaching its true potential. Faculty, student and staff morale is up. There is no question that Chicana/o Studies at UCLA is stronger than at any point in its history. Those associated with the Chávez Center expect that at its next review, the Center will be the preeminent program of its type in the country, with a fully-coherent undergraduate program, a developing graduate program and a strong community-based support system. UCLA should expect—and settle—for no less.